



**ACTFL**  
AMERICAN COUNCIL ON THE  
TEACHING OF FOREIGN LANGUAGES

**GENERAL SERVICES ADMINISTRATION  
FEDERAL SUPPLY SERVICE**

**AUTHORIZED FEDERAL SUPPLY SCHEDULE PRICE LIST**

On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order are available through *GSA Advantage!*, a menu-driven database system. The INTERNET address *GSA Advantage!* is: [GSAAdvantage.gov](http://GSAAdvantage.gov).

**00CORP: PROFESSIONAL SERVICES SCHEDULE**

Industrial Group: 00CORP

Federal Supply Class: 7384

SIN: 382-3

Contract Number: GS-10F-0220T

For more information on ordering from Federal Supply Schedules, visit:  
<https://gsa.gov/schedules>.

Contract Period: April 11, 2017 – April 10, 2022

Contractor: American Council on the Teaching of Foreign Languages (dba ACTFL)  
1001 N. Fairfax Street, Suite 200  
Alexandria, VA 22314

Point of Contact: Leah Graham, PhD, Associate Director  
ACTFL Center for Assessment, Research, and Development  
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WEB: <https://www.actfl.org>

Business Type: Non-Profit, Other than Small Business

The American Council on the Teaching of Foreign Languages (ACTFL) is the nation's premier organization for language teaching professionals, providing vision, leadership and support for quality language teaching and testing, as well as providing support to those who instruct and assess languages. Since 1967, ACTFL has led the nation in researching, developing, publishing, and disseminating the content, performance and proficiency standards that guide best practices for foreign language instruction, assessment, and teacher training.

The mission ACTFL's Center for Assessment, Research, and Development is to support schools and institutions in areas of assessment and articulation; to develop and maintain high-quality language proficiency assessments; to train, certify and maintain highly reliable testers and raters; to conduct research on proficiency and performance outcomes; and to collaborate with other language organizations and government agencies to support and promote

research in the areas of high quality language teaching and learning, including examining implications for teacher education. ACTFL professional learning initiatives are scheduled at a variety of locations across the world and arranged on-site for individual schools and universities. ACTFL Workshops address current topics in world language education and are presented by recognized experts in the field. In addition, ACTFL provides consulting services for language professionals, to help guide individual institutions and school districts in their decision-making on instruction, curriculum design, program evaluation, research, and assessment.

*Service Contract Act (SCA) Statement:*

The Service Contract Act (SCA) is applicable to this contract and as it applies to the entire Professional Services Schedule and all services provided. While no specific labor categories have been identified as being subject to SCA due to exemptions for professional employees (FAR 22.1101, 22.1102 and 29 CFR 541.300), this contract still maintains the provisions and protections for SCA eligible labor categories. If and/or when the Contractor adds SCA labor categories / employees to the contract through the modification process, the Contractor must inform the Contracting Officer and establish a SCA matrix identifying the GSA labor category titles, the occupational code, SCA labor category titles and applicable wage determination (WD) number. Failure to do so may result in cancellation of the contract.

CUSTOMER INFORMATION

- 1a. **Awarded SIN:** 382-3 – Training and Educational Materials
- 1b. **Identification of the lowest priced model number and lowest unit price for that model for each special item number awarded in the contract:** See item 6 below
- 1c. **Labor Category Descriptions and Rates:** See Below
- 2. **Maximum Order Limitation:** \$1,000,000.00
- 3. **Minimum Order:** \$100.00
- 4. **Geographic Coverage (delivery Area):** Worldwide
- 5. **Point of Production:** Same as company address
- 6. **Discount from list prices or statement of net price:** Government net prices (discounts already deducted)
- 7. **Quantity Discounts:** None
- 8. **Prompt Payment:** Net 30 Days
- 9a. **Notification that Government purchase cards are accepted up to the micro-purchase threshold:**  
Yes
- 9b. **Notification whether Government purchase cards are accepted or not accepted above the micro-purchase threshold:** Yes
- 10. **Foreign Items (list items by country of origin:** None
- 11. **Delivery Time:**
  - a. Normal – Specified on the Task Order
  - b. Expedited – Items available for expedited delivery are noted in this price list.  
Contact Contractor
  - c. Overnight and 2-day delivery – Contact Contractor
  - d. Urgent Requirements – Contact Contractor
- 12. **FOB:** Destination
- 13. **Ordering Address:** Same as Contractor  
Ordering procedures: For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPA's), and a sample BPA can be found at the GSA/FSS Schedule homepage ([gsa.gov/schedules](http://gsa.gov/schedules))
- 14. **Payment Address:** ACTFL  
Attn: Zerihun Haile-Selassie  
1001 N. Fairfax Street  
Suite 200  
Alexandria, VA 22314
- 15. **Warranty Provision:** Contractor's Standard Commercial Warranty

- 16. **Export packing charges, if applicable:** N/A
- 17. **Terms and conditions of Government purchase card acceptance (any thresholds above the micro-purchase level):** Contact Contractor
- 18. **Terms and conditions of rental, maintenance, and repair (if applicable):** N/A
- 19. **Terms and conditions of installation (if applicable):** N/A
- 20. **Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices (if applicable):** N/A
- 20a. **Terms and conditions for any other services (if applicable):** N/A
- 21. **List of service and distribution points (if applicable):** N/A
- 22. **List of participating dealers (if applicable):** N/A
- 23. **Preventive maintenance (if applicable):** N/A
- 24a. **Special attributes such as environmental attributes (e.g., recycled content, energy efficiency, and/or reduced pollutants):** N/A
- 25. **DUNS:** 072800394
- 26. **SAM Registration:** Registered (Cage: OTSW5)

**Pricelist for ACTFL is attached hereto and incorporated by reference for SINS 382-3 Language Proficiency Testing.**

<b>Labor Category</b>	<b>GSA Rate/Per Hour</b>
Research Analyst	\$190.00
Project Director	\$142.50
Subject Matter Expert/Consultant	\$142.50
Head Computer Programmer	\$142.50
Workshop Trainer	\$118.75
Test Developer	\$118.75
Instructional Material Developer	\$95.00
Developer Test Item Writer	\$95.00
Computer Programmer	\$95.00
Interpreter/Translator	\$95.00
Linguist	\$95.00
Contract Manager	\$71.25
Project Manager	\$71.25
Assistant Computer Programmer	\$57.00
Test Administrator/Scheduler	\$57.00
Project Administrator	\$28.50

## LABOR CATEGORY DESCRIPTIONS

### JOB TITLE: PROJECT DIRECTOR

**Minimum/General Experience:** 5 years of work experience directing educational, instructional, or testing projects. Expertise in proficiency testing is required.

**Functional Responsibility:** Recruit and hire subject matter experts, assign tasks, maintain quality control during development process, prepare budget, authorize payments, establish delivery schedule, oversee all aspects of the project, report to ACTFL Director, deliver on time.

**Minimum Education:** Masters Degree/Doctorate in a field related to language education, instruction, testing, research, etc.

### JOB TITLE: TEST DEVELOPER

**Minimum/General Experience:** 3 years in test development. Training in proficiency testing required.

**Functional Responsibility:** Create test specifications, review test items, liaison with test validation team, supervise item writers.

**Minimum Education:** Masters Degree in language testing, instruction, research, linguistics, or related field.

### JOB TITLE: WORKSHOP TRAINER

**Minimum/General Experience:** 3 years of workshop training experience or equivalent.

**Functional Responsibility:** All aspects related to workshop training including selection of materials and finalization of agenda. Deliver lectures, supervise group work, monitor progress of participants, and evaluate learning.

**Minimum Education:** Masters Degree in a field related to language instruction, testing, linguistics or equivalent.

### JOB TITLE: TEST ITEM WRITER

**Minimum/General Experience:** Training in proficiency testing. Minimum of Superior (ILR3) speaker of the language in which items are written.

**Functional Responsibility:** Identify texts, write prompts, write protocol for answers.

**Minimum Education:** Bachelors Degree or equivalent.

### JOB TITLE: PROJECT MANAGER

**Minimum/General Experience:** 3 years of project management or equivalent experience in a field related to language training, testing, research, etc.

**Functional Responsibility:** Maintain records, communicate with subject matter experts, report budget expenditures to project director, keep project on time and on budget.

**Minimum Education:** Undergraduate degree in a field related to language education, instruction, or instructional technology.

#### **JOB TITLE: PROJECT ADMINISTRATOR**

**Minimum/General Experience:** 1 year of administrative work or equivalent.

**Functional Responsibility:** Support work of Project Manager and Project Director. Responsible for maintaining record, email and phone communication as well as travel and meeting planning, generates check request and performs various additional administrative tasks.

**Minimum Education:** 2 years college or equivalent.

#### **JOB TITLE: ASSISTANT COMPUTER PROGRAMMER**

**Minimum/General Experience:** 1 year experience in programming or related field.

**Functional Responsibility:** Carry out programming instructions from Computer Programmers and/or Head Computer Programmer. Maintain technology.

**Minimum Education:** 2 years university or equivalent.

#### **JOB TITLE: COMPUTER PROGRAMMER**

**Minimum/General Experience:** 2 years experience.

**Functional Responsibility:** Develop software, write computer programs, program computer, maintain technology.

**Minimum Education:** University degree or equivalent.

#### **JOB TITLE: CONTRACT MANAGER**

**Minimum/General Experience:** 1 year of experience in contract management.

**Functional Responsibility:** Manage all aspects of contracts and subcontracts including, but not limited to, monitoring work flow, assignments, budgets, reports.

**Minimum Education:** Undergraduate degree or equivalent.

#### **JOB TITLE: HEAD COMPUTER PROGRAMMER**

**Minimum/General Experience:** 3 years experience in software development and/or computer programming

**Functional Responsibility:** Design and supervise development of computer technology. Oversee maintenance of hardware and software.

**Minimum Education:** University degree or equivalent.

#### **JOB TITLE: INSTRUCTIONAL MATERIALS DEVELOPER**

**Minimum/General Experience:** 1 year experience.

**Functional Responsibility:** Translate and/or interpret audio and written texts.

**Minimum Education:** Undergraduate degree or equivalent. Demonstrated L3 proficiency in languages used.

### **JOB TITLE: INTERPRETER/TRANSLATOR**

**Minimum/General Experience:** 1 year experience.

**Functional Responsibility:** Translate and/or interpret audio and written texts.

**Minimum Education:** Undergraduate degree or equivalent. Demonstrated L3 proficiency in languages used.

### **JOB TITLE: LINGUIST**

**Minimum/General Experience:** 1 year experience.

**Functional Responsibility:** Provide linguistic and cultural support to instructional materials developers and to test developers. Render audio and/or written text into English or another language as needed.

**Minimum Education:** Undergraduate degree or equivalent. Demonstrated proficiency in specified language(s).

### **JOB TITLE: RESEARCHER/ANALYST**

**Minimum/General Experience:** 1 year experience.

**Functional Responsibility:** Design validation studies, collect data, analyze data, report/publish findings.

**Minimum Education:** Ph.D. or equivalent.

### **JOB TITLE: SUBJECT MATTER EXPERT/CONSULTANT**

**Minimum/General Experience:** 3 years of consulting experience with academic, commercial or government agencies.

**Functional Responsibility:** Provide expertise in language and cultural matters; consult with clients.

**Minimum Education:** Masters Degree/Doctorate in a field related to language/cultural education, instruction, assessment.

### **JOB TITLE: TEST ADMINISTRATOR/SCHEDULER**

**Minimum/General Experience:** 2 years.

**Functional Responsibility:** Communicate with/clients, test takers, testers; schedule tests, report scores.

**Minimum Education:** 2 years university or equivalent.

## **LTI Language Testing International Pricing**

<b>Item</b>	<b>Per Unit</b>	<b>GSA Price</b>
<b>Official/Certified ACTFL Oral Proficiency Interview</b>	<b>Per Language Proficiency Test</b>	<b>\$135.85</b>
<b>Commercial ACTFL Oral Proficiency Interview (OPI)</b>	<b>Per Language Proficiency Test</b>	<b>\$108.30</b>
<b>ACTFL Advanced Level Check (AL Check) - Oral</b>	<b>Per Language Proficiency Test</b>	<b>\$97.85</b>
<b>ACTFL Oral Proficiency Interview – computer (OPIc) – to Advanced</b>	<b>Per Language Proficiency Test</b>	<b>\$47.50</b>
<b>ACTFL Oral Proficiency Interview – computer (OPIc)</b>	<b>Per Language Proficiency Test</b>	<b>\$61.75</b>
<b>Official/Certified ACTFL Business Writing Test (BWT)</b>	<b>Per Language Proficiency Test</b>	<b>\$61.25</b>
<b>Commercial ACTFL Business Writing Test (BWT)</b>	<b>Per Language Proficiency Test</b>	<b>\$47.50</b>
<b>ACTFL Advanced Level Check (AL Check) – Writing</b>	<b>Per Language Proficiency Test</b>	<b>\$42.75</b>
<b>Official/Certified ACTFL ILR Oral Proficiency Interview</b>	<b>Per Language Proficiency Test</b>	<b>\$140.60</b>
<b>ACTFL ILR Oral Proficiency Interview – computer (OPIc)</b>	<b>Per Language Proficiency Test</b>	<b>\$61.75</b>
<b>Commercial ACTFL ILR Oral Proficiency Interview (OPI)</b>	<b>Per Language Proficiency Test</b>	<b>\$108.30</b>
<b>Official/Certified ACTFL ILR Business Writing Test (BWT)</b>	<b>Per Language Proficiency Test</b>	<b>\$64.60</b>
<b>Task Analysis Consulting Fee</b>	<b>Per Task Analysis</b>	<b>\$712.50</b>

**No show/Cancellation/Rescheduling fees after scheduled start time on a live oral interview - \$55**



## SCHEDULE OF TRAINING COURSES

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
<b>A-4: The Oral Proficiency Interview (OPI) Familiarization Workshop (1 day)</b>	Intended as an introduction to the ACTFL Proficiency Guidelines, the ACTFL Rating Scale, and the ACTFL Oral Proficiency Interview, this workshop includes live demonstration interviews conducted by the trainer in English or the common language of the group. Participants discuss the implications of the ACTFL Proficiency Scale and the Oral Proficiency Interview for establishing program goals, and for planning curriculum, instruction, and assessment.	1 Day	\$831.25	1/25	n/a	n/a
<b>A-4a: The OPI Familiarization and Implications for Instruction Workshop (2 days)</b>	This workshop is designed as an introduction to proficiency concepts, the ACTFL Proficiency Guidelines, and the interview as an assessment tool. The workshop includes live demonstration interviews conducted by the trainer in English or the common language of the group. Day 1 includes the rating scale, interview structure and elicitation techniques. Day 2 deals with the implications of the OPI on classroom instruction and as a model for curriculum development and lesson planning. Prochievement testing is also discussed.	2 Days	\$1,567.50	1/25	n/a	n/a
<b>A-5: Performance Assessment Workshop (2 days)</b>	This workshop helps teachers to integrate their knowledge of the National Standards and the ACTFL Performance Guidelines for K-12 Learners in order to reexamine their assessment practices. Teachers look at the limitations of traditional assessments, and explore the benefits of performance-based assessment tasks. During the extended workshop, teachers develop their own performance-based tasks and assessments.	2 Days	\$1,567.50	1/25	n/a	n/a
<b>A-5: Performance Assessment Workshop (3 days)</b>	This workshop helps teachers to integrate their knowledge of the National Standards and the ACTFL Performance Guidelines for K-12 Learners in order to reexamine their assessment practices. Teachers look at the limitations of traditional assessments, and explore the benefits of performance-based assessment tasks. During the	3 Days	\$2,090.00	1/25	n/a	n/a

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
	extended workshop, teachers develop their own performance-based tasks and assessments.					
<b>A-7: Integrated Performance Assessment (IPA) Familiarization Workshop (1 day)</b>	In this workshop, participants are presented with an overview of the ACTFL Integrated Performance Assessment at the Novice, Intermediate, and Pre-Advanced levels. The three modes of communication (Interpretive, Interpersonal, Presentational) and the ACTFL Performance Guidelines for K-12 Learners are reviewed as they apply to Integrated Performance Assessment. After examining the tasks and rubrics, participants rate samples of student performance.	1 Day	\$831.25	1/25	n/a	n/a
<b>A-8: Designing Integrated Performance Assessments (IPA) Workshop (2 days)</b>	In this workshop, participants will view the National Standards, the ACTFL K-12 Performance Guidelines, and their instructional practices through the lens of assessment. Beginning with a review of the three modes of communication (Interpretive, Interpersonal, Presentational), participants are introduced to the construct of ACTFL Integrated Performance Assessment. Tasks and rubrics for each performance level (Novice, Intermediate, Pre-Advanced) are presented. Using the rubrics, participants examine and rate samples of student performance at each level. Participants then design standards-based integrated performance assessment tasks for use in their own classrooms using teacher-tested templates. (The development of the ACTFL IPA was supported by a 3-year grant from the Department of Education International Research and Studies Program.)	2 Days	\$1,567.50	1/25	n/a	n/a
<b>A-8: Designing Integrated Performance Assessments (IPA) Workshop (3 days)</b>	In this workshop, participants will view the National Standards, the ACTFL K-12 Performance Guidelines, and their instructional practices through the lens of assessment. Beginning with a review of the three modes of communication (Interpretive, Interpersonal, Presentational), participants are introduced to the construct of ACTFL Integrated Performance Assessment. Tasks and rubrics for each performance level (Novice, Intermediate, Pre-Advanced) are presented. Using the rubrics, participants examine and rate samples of student	3 Days	\$2,090.00	1/25	n/a	n/a

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
	performance at each level. Participants then design standards-based integrated performance assessment tasks for use in their own classrooms using teacher-tested templates. (The development of the ACTFL IPA was supported by a 3-year grant from the Department of Education International Research and Studies Program.)					
<b>A-9 The ACTFL Writing Proficiency Guidelines Familiarization Workshop (1 day)</b>	Intended as an introduction to the ACTFL Proficiency Guidelines – Writing (Revised 2001), this workshop introduces participants to the major and minor level descriptors and the criteria for assigning a global writing proficiency rating. Participants explore a variety of writing tasks across levels of proficiency, evaluate language samples based on the criteria as described in the Guidelines, and design appropriate writing activities and writing assessment prompts at the four major levels. Participants discuss the implications of the ACTFL Proficiency Scale for establishing program goals, and for planning curriculum, instruction, and assessment.	1 Day	\$831.25	1/25	n/a	n/a
<b>B-1 Familiarization with the Standards for Foreign Language Instruction (1 Day)</b>	This workshop introduces language educators at all levels to Standards for Foreign Language Learning and their vital implications for what happens in the classroom. Participants will gain a basic understanding of this new framework. Tools for applying the National Standards in the classroom will be explored and demonstrated.	1 Day	\$831.25	1/25	n/a	n/a
<b>C-1: Teaching Speaking: Interpersonal and Presentational Modes (1 Day)</b>	Participants review the principles of proficiency in terms of the development of speaking skills, identifying functions and topics, elements of context, and aspects of culture involved in particular speaking tasks, so they can develop activities and strategies that will promote maximum student involvement in oral communication.	1 Day	\$831.25	1/25	n/a	n/a
<b>C-2: Teaching Writing: Interpersonal and Presentational Modes (1 Day)</b>	Participants are acquainted with a developmental sequence of writing tasks based on the descriptions contained in the ACTFL Proficiency Guidelines – Writing (Revised, 2001). Participants learn to develop writing activities and assessments that take into account the topics,	1 Day	\$831.25	1/25	n/a	n/a

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	purposes, intended readers, and functions of the message.					
<b>C-3: Teaching Listening: Interpersonal and Interpretive Modes (1 Day)</b>	This workshop focuses on listening as a real-world skill, investigates factors influencing listening comprehension, and examines the role of pre-listening tasks as well as the difference between general and detailed understanding of an aural text; participants then develop post-listening activities and assessment tools.	1 Day	\$831.25	1/25	n/a	n/a
<b>C-4: Teaching Reading: Interpersonal and Interpretive Modes (1 Day)</b>	Participants discuss the principles of proficiency in terms of the development of reading skills and the use of authentic texts. They develop reading activities, with attention to the selection of texts and pre- and post-reading activities and strategies, as well as materials for testing reading comprehension.	1 Day	\$831.25	1/25	n/a	n/a
<b>C-6: Authentic Materials Workshop (1 Day)</b>	Participants are introduced to the use of authentic materials (print, audio and visual) with their students. Sources of these materials and criteria for their selection and use are identified and reviewed. Participants are guided in the development and integration of these materials in the curriculum and daily lesson plans.	1 Day	\$831.25	1/25	n/a	n/a
<b>C-7: Languages Across the Curriculum Workshop (1 Day)</b>	The twenty-first century brings both a growing awareness that our students will be living in a “global village” and a challenge to prepare them to prosper in that competitive environment. Connecting language study with other subject areas helps prepare learners to interact effectively across the world’s many linguistic and cultural boundaries. This workshop introduces Languages Across the Curriculum (LAC), a curricular initiative that links languages and other subjects and proposes strategies for effectively integrating language learning with other disciplines at all levels of education. Topics will include: principles of LAC, making connections with other disciplines, course design, and instructional materials and activities.	1 Day	\$831.25	1/25	n/a	n/a

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
<b>C-13: Developing Oral Proficiency: Crossing Major Borders (1 Day)</b>	This workshop provides an overview of the ACTFL Oral Proficiency Rating Scale and a description of the functions, contexts/content areas, discourse type and accuracy features appropriate to each level. Participants discuss the curricular implications of the proficiency scale and explore strategies and activities that enable students to cross proficiency level borders (i.e., Novice to Intermediate, Intermediate to Advanced, Advanced to Superior).	1 Day	\$831.25	1/25	n/a	n/a
<b>D-1: Learner-Centered Instruction and Strategies (1 Day)</b>	Participants learn to develop instructional strategies that promote a learner-centered classroom in which students practice newly acquired vocabulary and structural patterns in the context of real world language use and move toward increased communicative proficiency. Cooperative learning strategies are developed.	1 Day	\$831.25	1/25	n/a	n/a
<b>E-1: Integrating Internet Resources into the Language Curriculum (1 Day)</b>	This full-day workshop focuses on connecting the potential of Internet technology to the principles of good language teaching. It provides a hands-on review of some basic concepts of e-mail and the Worldwide Web. Participants examine and evaluate several Internet-based activities for language instruction, analyzing the characteristics necessary for success. Later, working individually or in small groups, participants design and develop an activity. The workshop discussion includes ways to modify and adapt various activities to lab (many computers) or classroom (few computers) contexts.	1 Day	\$1,425.00	1/ Contingent on lab facility	n/a	n/a